A STUDY OF THE KNOWLEDGE OF MENTAL HYGIENE OF
STUDENTS IN INDIANA STATE TEACHERS COLLEGE
AND OF TEACHERS WITH EXPERIENCE

By
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Committee on thesis:

[Signatures]

E. L. Adell, Chairman

Date of Acceptance May 24, 1928
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CHAPTER I

INTRODUCTION

The qualifications of a successful teacher may be classified under three headings; namely, knowledges, techniques, and personality. Among the teacher's professional knowledges, besides a knowledge of the subject-matter, the teacher should have a knowledge of mental hygiene, as this information gives a basis for interpreting and influencing children's behavior.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study (1) to measure the knowledge of mental hygiene of students in Indiana State Teachers College; (2) to measure the knowledge of mental hygiene of experienced teachers; (3) to compare the knowledge of the students and of the teachers; and (4) to measure the knowledge of the students and of the teachers as a whole.

Scope and limitation of the study. The principles of mental hygiene that were selected as the basis for the study do not cover the entire field of mental hygiene. Except for the measure of the knowledge of a few general principles of mental hygiene, the study was limited to a measure of the knowledge of mental hygiene as it applies to the teacher, to
the teaching act, to classroom discipline, to other relations that a teacher might have with pupils, and to school administration. The study was not an attempt to make a personality rating of the individuals who marked the test. Furthermore, there was no attempt to determine whether the teachers who marked the test applied any of the principles of mental hygiene.

**Importance of the study.** Although a knowledge of mental hygiene has been considered an essential for teachers, it has been largely a matter of opinion as to how much knowledge teachers have in this field. An attempt was made in this study to find out how much students in Indiana State Teachers College and teachers with experience know about mental hygiene so that recommendations for teacher training can be more scientifically made.

II. DEFINITIONS OF TERMS USED

**Mental hygiene.** Dr. Adolph Meyer suggested that the term "mental hygiene" be used to designate the movement that was formally launched in 1908 by Clifford W. Beers.1 Deutsch,2 however, also stated that:

... The term was by no means new, having been used in America as early as 1843, and in Germany a few years earlier. Subsequently, during the nineteenth century,

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2 *Loc. cit.*
it was employed in a sense closely approximating its present meaning, embracing the principles of the cure and prevention of mental disorder and the preservation of mental health. . . .

Mental Health. The following definition of this term was used in a recent study:

Mental health in its broadest sense has come to mean the measure of a person's ability to adjust to life as he has to face it and to do so with a reasonable amount of satisfaction, success, efficiency, and happiness.3

III. REVIEW OF RELATED INVESTIGATIONS

Burnham. In 1921 Burnham4 reported the findings of a survey of the teaching of mental hygiene in the normal and training schools in the United States. Of the 175 schools that answered his questionnaire, 78.09 per cent reported that no regular course in mental hygiene was offered. However, 58.86 per cent of the schools reported that a certain amount of instruction in mental hygiene was given in connection with the work in other subjects.

Benson and Alteneder. From data received in response to questionnaires sent out in 1930 to 295 teacher training institutions in the United States, Benson and Alteneder5

3 C. V. Hobson, "How Much Do Teachers Know About Mental Hygiene?" Mental Hygiene, 21:233, April, 1937.


found that 21.7 per cent of the 239 institutions that answered had regular courses in mental hygiene. Thirty of the 52 regular courses were entirely elective. Some phase of mental hygiene was presented in connection with other courses in 80.7 per cent of the institutions that sent data.

**Williams.** Louttit\(^6\) stated that Dr. C. L. Williams in 1935 sent questionnaires to fifteen teacher training institutions in Indiana and found that only two of the thirteen schools that answered required any work in mental hygiene.

**Hobson.** Hobson\(^7\) reported a study in which an attempt was made to discover how well teachers know the most important principles of mental hygiene as it applies to childhood. To secure the data, a three-response multiple-choice test of 42 items exemplifying the chosen principles was given to teachers and prospective teachers. By the use of this test, which was given to more than 1600 individuals, it was found that teachers and prospective teachers erred on approximately one out of five of the principles.

**Limitations of previous investigations.** Although the surveys have indicated the percentage of the institutions that offered work in mental hygiene, they have not indicated how much information students have retained from these


\(^7\) Hobson, *op. cit.*., pp. 231-242.
courses or from other sources of information. A test of more than 42 items might have been more reliable. However, as the test was carefully made, it was probably a reliable and valid measure of the knowledge of the individual who took the test. Since the test discussed above has not been given to the students of Indiana State Teachers College or to teachers who have graduated from this college, it was not a measure of their knowledge.

IV. THE PROCEDURE

The selection of the principles. After reviewing quite a number of books, bulletins, and periodicals that contained material on mental hygiene or material relevant to mental hygiene, the investigator compiled a rather long list of the principles of mental hygiene. The list of principles was then submitted to the members on the thesis committee for approval. After the suggestions from the members of the committee were received, some principles were clarified, some were taken from the list, and a few principles were added. The revised list of 100 principles was then approved by the committee as being a list of principles of mental hygiene that teachers should know.

The construction of the test. A multiple-choice test of 100 items was made by basing a test item on each of the principles. Although each test item was made so that the checking of the best response indicated that one knew the
principle on which the item was based, the other three responses might not have been entirely wrong. After the test was made, each of the members of the committee reviewed a copy of the test very critically. Furthermore, the members of the committee and the investigator spent several hours in conference to clarify and to validate the test items. Typewritten copies of the test were then given to a small number of students in the college to check. These students were also requested to indicate the items that they thought were not clear enough or that they did not understand. After the marks and comments on these test papers were analyzed, the final revisions were made.

The administration of the test. Mimeograph copies of the test were given to the students and to the teachers. They were instructed to mark the tests independently without reference to notes. It was evident that the individuals were conscientious in marking the tests. An indication of this was given by the fact that some students and some teachers asked whether they might have copies of the test to keep. Furthermore, 80 students and 39 teachers indicated by putting their names on the test papers that they wished to know their scores.
CHAPTER II

PRESENTATION OF THE DATA

The entire value of the study did not lie in comparing the groups that were measured. A part of the measuring of the knowledge of the students and of the teachers was the finding of the principles of mental hygiene that were best known and the ones that were least known. To find this, the percentage of error on each item was checked. Although by finding the average total per cent of error on all of the items one could tell approximately the value of the mean, the statistical treatment of the scores was necessary to make accurate comparisons. Both methods of treating the data were necessary to get the significant results of the study, but for convenience in presenting the data, the results of the statistical treatment of the scores and the percentages of error on the individual test items were set apart.

I. GROUP DATA

Groups used. Of the 408 test papers that were given out, 305, or 74.7 per cent, were returned. Of the 305 individuals who returned the tests, 91 were teachers and 214 were students. Although all of the students were either sophomores, juniors, or seniors, no grouping was made on the basis of class level. However, the students were classified on the
basis of whether they were candidates for an elementary or a high school teacher's license. The teachers were unselected in respect to the number of years of training or of experience, but they were divided into an elementary and a high school group. Another grouping was made on the basis of whether or not the individuals had taken a course in mental hygiene, child psychology, or adolescent psychology.

Raw score. Each test item was considered as having a value of 1. As there were 100 items in the test, the highest possible score was 100. The raw score of each individual was his number of correct answers.

Statistical treatment. Since the groups were compared, the mean was selected as the measure of the central tendency. Tiegs has stated that to be practically certain that there is real difference between two groups the difference between the means should be at least three times as great as the standard error of this difference. The ratio of these two values has been relied on to make statements concerning the differences between the groups that were compared in this study.

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### TABLE I

MEANS, STANDARD DEVIATIONS, AND STANDARD ERRORS OF THE MEANS OF THE SCORES OF THE STUDENT, TEACHER, AND ENTIRE GROUPS.

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Standard error</th>
<th>Number of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student</td>
<td>75.74</td>
<td>7.50</td>
<td>.51</td>
<td>214</td>
</tr>
<tr>
<td>Teacher</td>
<td>76.73</td>
<td>7.85</td>
<td>.82</td>
<td>91</td>
</tr>
<tr>
<td>Entire</td>
<td>76.04</td>
<td>7.6</td>
<td>.43</td>
<td>305</td>
</tr>
</tbody>
</table>

Comparison of student group with teacher group. The distribution of scores in these groups was about the same, as the standard deviations were little different. Since the range of scores was from 50 to 94 in the student group and from 51 to 93 in the teacher group, the range was about the same. Although the mean of the teacher group was .99 more than the mean of the student group, the difference was not significant, as the standard error of the difference between the means was .96.
### TABLE II

MEANS, STANDARD DEVIATIONS, AND STANDARD ERRORS OF THE MEANS OF THE SCORES OF TEACHERS, BY GROUPS

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Standard Deviation</th>
<th>Standard Error</th>
<th>Number of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. S. T.(^a)</td>
<td>77.72</td>
<td>7.55</td>
<td>1.18</td>
<td>44</td>
</tr>
<tr>
<td>Elem. T.(^b)</td>
<td>75.79</td>
<td>8.01</td>
<td>1.16</td>
<td>47</td>
</tr>
<tr>
<td>Entire T.(^c)</td>
<td>76.73</td>
<td>7.85</td>
<td>.82</td>
<td>91</td>
</tr>
</tbody>
</table>

\(^a\) High school teacher  
\(^b\) Elementary teacher  
\(^c\) This group included all teachers

Comparison of elementary teacher group with high school teacher group. To make this grouping, all teachers who indicated that they taught below the high school level were classified as elementary teachers. Although the difference between the means of these groups was 1.93 in favor of the high school teachers, this does not indicate a real superiority as the standard error of the difference of the means was 1.65. Even though the elementary teachers, as a group, probably had less training, they did almost as well on the test as the high school teachers.
# TABLE III

MEANS, STANDARD DEVIATIONS, AND STANDARD ERRORS
OF THE MEANS OF THE SCORES OF STUDENTS,
BY GROUPS

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Standard error</th>
<th>Number of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>H. S. C. (^a)</td>
<td>75.89</td>
<td>7.95</td>
<td>.65</td>
<td>146</td>
</tr>
<tr>
<td>Elem. C. (^b)</td>
<td>75.44</td>
<td>6.30</td>
<td>.76</td>
<td>68</td>
</tr>
<tr>
<td>Entire S. (^c)</td>
<td>75.74</td>
<td>7.50</td>
<td>.51</td>
<td>214</td>
</tr>
</tbody>
</table>

\(^a\) This group was composed of students who were candidates for a high school teacher's license.

\(^b\) This group was composed of students who were candidates for an elementary teacher's license.

\(^c\) This group included all students.

Comparison of candidates for high school teacher's license with candidates for elementary teacher's license. The students who were on a course leading to a high school license had approximately a year of training more than the students on the elementary course. In spite of this, though, the elementary teachers did as well on the test. The difference between the means of these two groups, which was .45, had no statistical significance.


### TABLE IV.

MEANS, STANDARD DEVIATIONS, AND STANDARD ERRORS OF THE MEANS OF THE SCORES OF INDIVIDUALS WHO HAD AND DID NOT HAVE PSYCHOLOGY, BY GROUPS

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Standard error</th>
<th>Number of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Psy.</td>
<td>76.56</td>
<td>7.80</td>
<td>.57</td>
<td>181</td>
</tr>
<tr>
<td>Psy.</td>
<td>75.28</td>
<td>7.50</td>
<td>.68</td>
<td>124</td>
</tr>
<tr>
<td>Entire</td>
<td>76.04</td>
<td>7.60</td>
<td>.43</td>
<td>305</td>
</tr>
</tbody>
</table>

\(\text{a} \) This group was composed of all individuals who had not had a course in mental hygiene, child psychology, or adolescent psychology.

\(\text{b} \) This group was composed of all individuals who had had one or more of the courses in mental hygiene, child psychology, or adolescent psychology.

**Comparison of psychology and non-psychology groups.**

Since only sixteen individuals indicated that they had taken the regular course in mental hygiene, the groups were essentially groups that were composed of students and teachers who had taken or who had not taken at least one of the other courses. Paradoxical as it may seem, the group of individuals who had not had a course in child psychology or in adolescent psychology did slightly better than the group of individuals who had had one or both of these courses. However, since the difference between the means, 1.28, was not even twice the value of the standard error of the difference, which was .88, the superiority was not established with any certainty. The difference between these two groups was probably
due to the fact that the psychology group was composed largely of elementary teachers and of students on the elementary course who, as groups, made slightly lower scores than the high school teachers and the students on the high school course. Since a certainty of a superiority of one group has not been found, the knowledge of mental hygiene of the psychology group and the knowledge of mental hygiene of the non-psychology group was approximately the same. This indicated that the students and teachers who had taken a course in child psychology or in adolescent psychology had not learned any more about mental hygiene in these classes than the other students and teachers had learned from other sources or from the psychology courses that are required of all students.

**The entire group.** The means, standard deviations, and standard errors of the means of all groups have been put in Table V. The mean of the scores of all the individuals who took the test was 76.04. Although this indicated that the students and the teachers erred on approximately 1 out of 4 of the principles, it also indicated that they had considerable knowledge of mental hygiene.
### TABLE V.

MEANS, STANDARD DEVIATIONS, AND STANDARD ERRORS
OF THE MEANS OF THE SCORES OF ALL GROUPS

<table>
<thead>
<tr>
<th>Group</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Standard error</th>
<th>Number of cases</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Teacher</td>
<td>75.74</td>
<td>7.50</td>
<td>.51</td>
<td>214</td>
</tr>
<tr>
<td>H. S. T. a</td>
<td>77.72</td>
<td>7.55</td>
<td>1.18</td>
<td>44</td>
</tr>
<tr>
<td>Elem. T. b</td>
<td>75.79</td>
<td>8.01</td>
<td>1.16</td>
<td>47</td>
</tr>
<tr>
<td>H. S. C. c</td>
<td>75.89</td>
<td>7.95</td>
<td>.65</td>
<td>146</td>
</tr>
<tr>
<td>Elem. C. d</td>
<td>75.44</td>
<td>6.30</td>
<td>.76</td>
<td>68</td>
</tr>
<tr>
<td>Non-Psy. e</td>
<td>76.56</td>
<td>7.80</td>
<td>.57</td>
<td>181</td>
</tr>
<tr>
<td>Psy. f</td>
<td>75.28</td>
<td>7.50</td>
<td>.68</td>
<td>124</td>
</tr>
<tr>
<td>Entire</td>
<td>76.04</td>
<td>7.60</td>
<td>.43</td>
<td>305</td>
</tr>
</tbody>
</table>

a  High school teacher  
b  Elementary teacher  
c  Students who were candidates for a high school teacher's license.  
d  Students who were candidates for an elementary teacher's license.  
e  This group was composed of all individuals who had not had a course in mental hygiene, child, or adolescent psychology.  
f  This group was composed of all individuals who had had one or more of the courses in mental hygiene, child, or adolescent psychology.
II. THE PERCENTAGE OF ERROR ON TEST ITEMS

The percentage of error of students. The percentage of error of the students on an individual test item was found by dividing the number of incorrect responses to that item by the number of cases. The students had a tendency to miss the same items as the teachers. However, the students made 10 per cent or more less error on 4 items than the teachers made on those items. The students had an average percentage of error of approximately 25.0 per cent on all of the test items.

The percentage of error of teachers. The percentage of error of the teachers on an individual test item was also found by dividing the number of incorrect answers to the item by the number of cases. Since the teachers made 10 per cent or more less error on 7 items than the students made on the same items, the percentages of error of the two groups varied 10 per cent or more on only 11 items. The average percentage of error of the teachers on all of the test items was approximately 24.0 per cent.

Total percentage of error. The total percentage of error on each test item was found by dividing the total number of incorrect responses to the item by the total number of cases. The total percentage of error was not found by taking the average of the percentages of error of the teachers and of the students. As there were unequal numbers in the
student group and in the teacher group, the total percentage of error on a test item would be the same as the average percentage of error of these two groups only when each group had the same percentage of error on the test item.

Item number 15 was believed to have been invalid, but as it would probably have been missed 25 per cent of the time anyhow, the added percentage of error due to its invalidity would have affected the average total percentage of error very little. The percentage of error on this item was included in calculating the average total percentage of error, which was 24.5 per cent. This item was also included in making all other calculations. All of the test items have been arranged in Table VI in the order of decreasing total percentage of error.

Twenty-three items were missed by 40 per cent or more of the individuals who took the test. The total percentage of error was 25 per cent or more on 44 items. Although the students and the teachers had considerable knowledge of mental hygiene, they also had little knowledge of a number of principles.

**Principles most frequently missed.** To discuss the principles that were most frequently missed, they have been divided into four groups; namely, principles of a general nature, those related to interpreting behavior, the ones related to conduct problems, and those related to preventive methods. Although these groups are somewhat overlapping,
### TABLE VI

PERCENTAGES OF ERROR ON INDIVIDUAL TEST ITEMS

<table>
<thead>
<tr>
<th>Test item number</th>
<th>Per cent of error of teachers</th>
<th>Per cent of error of students</th>
<th>Total per cent of error</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>91.0</td>
<td>92.0</td>
<td>92.0</td>
</tr>
<tr>
<td>15</td>
<td>92.5</td>
<td>82.5</td>
<td>85.5</td>
</tr>
<tr>
<td>3</td>
<td>65.0</td>
<td>68.0</td>
<td>67.0</td>
</tr>
<tr>
<td>7</td>
<td>66.0</td>
<td>67.5</td>
<td>67.0</td>
</tr>
<tr>
<td>71</td>
<td>56.0</td>
<td>70.5</td>
<td>66.0</td>
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<tr>
<td>35</td>
<td>66.0</td>
<td>59.5</td>
<td>61.5</td>
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<tr>
<td>74</td>
<td>60.5</td>
<td>60.5</td>
<td>60.5</td>
</tr>
<tr>
<td>87</td>
<td>66.0</td>
<td>56.5</td>
<td>60.5</td>
</tr>
<tr>
<td>42</td>
<td>42.0</td>
<td>61.0</td>
<td>55.5</td>
</tr>
<tr>
<td>17</td>
<td>47.5</td>
<td>58.0</td>
<td>55.0</td>
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<tr>
<td>84</td>
<td>56.0</td>
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<td>65.5</td>
<td>49.0</td>
<td>54.0</td>
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<td>48.5</td>
<td>50.5</td>
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<td>31.0</td>
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<tr>
<td>72</td>
<td>42.0</td>
<td>43.0</td>
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<td>1</td>
<td>46.0</td>
<td>38.0</td>
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<td>2</td>
<td>44.0</td>
<td>38.5</td>
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NOTE: The per cent of error was computed to the nearest one half of 1 per cent.
they have shown the nature of the principles that were missed by 40 per cent or more of the individuals who took the test.

By missing the following principles, the individuals indicated that they did not well understand some of the general and basic principles of mental hygiene:

1. Mental hygiene is concerned with preventing and curing serious mental deviations and in aiding normal people to make better adjustments.

3. The laws of learning apply to acquiring personality traits as well as to acquiring skill.

5. The distinction between normal behavior and abnormal behavior is only one of degree.

7. Except from injury, emotional maladjustments do not come all at once. Many adult maladjustments start in childhood.

11. The problem of mental disorder is a serious one, as the average number of patients in nervous and mental hospitals is approximately one third more than the number of patients in all other hospitals.

47. There is no specific formula that can be prescribed to solve any child's problem.

55. The best way for a child to get rid of fear is to make direct active adjustments toward the object of fear.

That many individuals do not have the knowledge to properly interpret the behavior of children was shown by the fact that the following principles were frequently missed:

15. A feeling of security is one of the most fundamental needs of an individual.

17. Childhood is not a period in which an individual has complete happiness.

39. The child's intelligence alone will not determine whether or not he will be well adjusted.

42. Defense mechanisms are not chosen deliberately.
78. Even though they know what to do and what not to do, the attitudes and emotional conditions of children play an important part in their safety.

84. Adverse emotional conditioning in relation to a subject may cause poor work in it.

87. An individual may be honest in one situation and dishonest in another.

From a mental hygiene point of view, many teachers and prospective teachers did not know how to deal with conduct problems. The principles which were related to securing and maintaining good order that were missed most frequently were:

34. When dealing with conduct or behavior problems, one should take an intellectual attitude and be unemotional.

35. One should not lead children to think that one has lost confidence in them because of their misbehavior.

80. One should give the impression that one expects only good order.

83. It may be necessary and constructive for the teacher to use punishment, but to change the basic behavior patterns the fundamental causes for the misconduct must be found and removed.

85. Credit that the student has earned should not be withheld because of his misconduct.

More than 40 per cent of the teachers and prospective teachers also did not understand that they could lead children to make better adjustments by applying the following principles:

68. The teacher can do more for the pupils by being a good teacher than she can by trying to treat major mental disorders.

70. Play is one of the best means of social education.
71. Group-success rather than individual success should be emphasized.

72. Motivation should arise from the important aspects of the lesson.

Enough teachers and students have shown a lack of knowledge of the above enumerated principles to indicate with certainty that some provision should be made to present these principles in connection with the work of the courses offered by Indiana State Teachers College.
CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

I. CONCLUSIONS

1. The teachers knew little more about the principles of mental hygiene than the students.
2. The students who were candidates for an elementary teacher's license did as well as the students who were candidates for a high school teacher's license.
3. The elementary teachers did almost as well as the high school teachers.
4. The students and teachers who had taken a course in adolescent psychology or in child psychology knew no more about the principles of mental hygiene than the students and teachers who had not taken such a course.
5. All individuals, as a group, erred on approximately 1 out of 4 of the principles of mental hygiene.
6. Twenty-three principles were relatively unknown, as the percentage of error on them was 40 per cent or more.
7. The students and teachers, as a group, did well on the test, as they made a mean score of 76 on a test of 100 items.

II. RECOMMENDATIONS

Since teachers knew little more about the principles of mental hygiene than the students, the teachers have learned
little in this field after completing their training. Furthermore, since all individuals erred on approximately 1, out of 4 of the principles, they have not acquired enough knowledge of mental hygiene. In view of the fact that enough of this material has not been given in connection with other courses, the following recommendations have been made:

1. All prospective teachers should have some work in a regular course in mental hygiene before completing their training.

2. Teachers should either take a course in mental hygiene or get the knowledge from some other source.

3. If prospective teachers are not required to take a regular course in mental hygiene, they should have more work in mental hygiene in connection with other courses.
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APPENDIX

A. THE MENTAL HYGIENE PRINCIPLES

1. Mental hygiene is concerned with preventing and curing serious mental deviations and in aiding normal people to make better adjustments.

2. Personality is the sum total of all one's personal traits regardless of whether they are advantageous or not.

3. The laws of learning apply to acquiring personality traits as well as to acquiring skill.

4. The real test of a normal person is whether or not he can make social adjustments.

5. The distinction between normal behavior and abnormal behavior is only one of degree.

6. Physical health has an important part in maintaining and in developing mental health.

7. Except from injury, emotional maladjustments do not come all at once. Many adult maladjustments start in childhood.

8. Some emotional disorders may be caused by physical injury to the nervous system; others are not dependent upon any such injury.

9. Mental disorder may result in physical disorder.

10. Much vocational dissatisfaction is due to personal maladjustment.

11. The problem of mental disorder is a serious one, as the average number of patients in nervous and mental hospitals is approximately one third more than the number of patients in all other hospitals.

12. Nervousness is usually a functional disorder rather than a structural one.

13. Most stuttering is a symptom of personality maladjustment.

14. The home is the most important part of the child's environment.
15. A feeling of security is one of the most fundamental needs of an individual.

16. Personalities of children are fairly well developed by the time they start to school.

17. Childhood is not a period in which an individual has complete happiness.

18. Parents should give sex information frankly and casually in proportion to a child's curiosity and understanding.

19. Setting a good example for children is a more potent factor in getting them to learn good habits than oral or written instruction.

20. A child's plans and ideas should be respected.

21. A child should learn not to be too dependent upon any one person.

22. The best way for a child to prepare for adult life is to live a wholesome child's life.

23. A child while still very young should be allowed to play and work with children of his own age.

24. A child should have the freedom to deal with situations on his own responsibility as soon as he can.

25. Every child should have the opportunity to learn the habit of success by doing tasks that he can do.

26. A child learns to be helpful to others by being placed in situations where he can feel that he is essential to the happiness of others.

27. Plasticity can be preserved and developed by giving a child new situations in which he can get pleasure from new adjustments.

28. By having too much entertainment of an exciting nature, a child may learn to crave excitement and to be bored with ordinary work or play.

29. Children should not be teased or tormented.

30. Ridiculing children may cause them to develop a feeling of inadequacy and other bad emotional responses.

31. Most all problem behavior is the child's attempt to satisfy certain drives or desires in an undesirable way.
32. Behavior of the withdrawal type is regarded as being more serious than that of the aggressive type.

33. One should not tear down a child's defense mechanisms unless one intends to put something better in their place.

34. When dealing with conduct or behavior problems, one should take an intellectual attitude and be unemotional.

35. One should not lead children to think that one has lost confidence in them because of their misbehavior.

36. Each problem child and his background should be studied individually and thoroughly.

37. In trying to correct a child's maladjustment, a physical examination of the child should be made before a program of re-education is instituted.

38. An intelligence rating is very essential before trying to correct maladjustment.

39. The child's intelligence alone will not determine whether or not he will be well adjusted.

40. Demands of environment rather than mental deficiency cause conduct problems.

41. All defense mechanisms are detrimental only when they interfere with one's real adjustment.

42. Defense mechanisms are not chosen deliberately.

43. Although individuals may have the same drives and desires, they may have different defense mechanisms.

44. Although individuals may have about the same symptoms of behavior, the causative factors may be different.

45. The most common and simplest form of compensation is that in which the individual overacts in the same general function in which he feels inferior.

46. Continual failure may cause maladjustment.

47. There is no specific formula that can be prescribed to solve any child's problem.

48. To correct undesirable behavior, one should teach the child something better to do.
49. More can be done for a child by changing his environment than by trying to change his attitude toward it.

50. Children should not be invidiously compared.

51. If children are given attention when they are doing worthwhile things or are being conventional, they will not resort to show-off behavior to get attention.

52. To help the timid child, one should give him a chance to succeed in something and to gain a little social recognition.

53. Since most fears are learned, they can be prevented by proper training.

54. Knowledge is a great aid in preventing and dispelling fear.

55. The best way for a child to get rid of fear is to make direct active adjustments toward the object of fear.

56. Different curriculums are needed for children.

57. The project method of teaching, with its emphasis upon the child's creative work, is the best way of adapting to individual differences.

58. The school should provide adequate facilities for social life and recreation.

59. A varied program of extracurriculum activities is an important means of aiding pupils to mental health.

60. In the school, sex education should be merged in with other subjects by using positive appeals of high standards and ideals of parenthood and family life when there are opportunities to do it.

61. Promoting children on trial is better than retarding them.

62. Athletics are a great help in correcting some undesirable traits.

63. A fundamental understanding of human nature as the basis for interpreting and influencing children's behavior should be part of the teacher's preparation.

64. The five most important personality traits of a good teacher are: sympathy, common sense, self-control, enthusiasm, and earnestness.
65. The teacher's attitudes set the emotional atmosphere and have a great effect upon the children.

66. A child is going through a critical period during the first few weeks or months of school.

67. Teachers and parents should not use children to supply their own needs.

68. The teacher can do more for the pupils by being a good teacher than she can by trying to treat major mental disorders.

69. The attitudes, interests, and habits of study developed in school are more important than the school tasks.

70. Play is one of the best means of social education.

71. Group success rather than individual success should be emphasized.

72. Motivation should arise from the important aspects of the lesson.

73. School tasks, especially homework assignments, should be understood well enough to be attacked without dawdling.

74. Children should not be crowded in their learning.

75. When children are slighting their lessons, a series of lessons on how to study is probably more helpful than demanding written work.

76. In health education, good health habits should be stressed without developing morbid fears in children.

77. In safety education, children should be taught when, where, and how to do things rather than be taught to be afraid of things or situations in which there is an element of danger.

78. Even though they know what to do and what not to do, the attitudes and emotional conditions of children play an important part in their safety.

79. Since one of the most fundamental urges of children is to be active, they must have activity of some kind.

80. One should give the impression that one expects only good order.

81. To be effective, discipline must be consistent.
82. One should not use fear as a means of discipline when other measures will accomplish the desired results.

83. It may be necessary and constructive for the teacher to use punishment, but to change the basic behavior patterns the fundamental causes for the misconduct must be found and removed.

84. Adverse emotional conditioning in relation to a subject may cause poor work in it.

85. Credit that the student has earned should not be withheld because of his misconduct.

86. One in criticizing a pupil's mistakes should criticize only the mistakes and not the pupil.

87. An individual may be honest in one situation and dishonest in another.

88. A child with a special ability should not be led to believe that this ability is an excuse for failure in other directions.

89. To aid a child with a physical defect to become self-reliant, one should not lead the child to believe that his defect is an excuse for his shortcomings.

90. Children should not be taught that they will be degraded by following occupations of manual labor.

91. Since a child's problems are serious to him, they should be considered seriously and sympathetically by anyone to whom the child goes for counsel.

92. One should never violate the confidence of an individual who confides in one.

93. Children should be treated as much like adults as the maturity of the children permits.

94. Socially acceptable activities should be substituted for emotionally impelled responses that are not socially acceptable.

95. Teachers should have the same right to determine their private lives as other citizens have.

96. One should concentrate on the task at hand to avoid contemplating or worrying about the past and future too much.
97. Facing reality or having an objective attitude is an essential of mental health.

98. One aids his mental health by confiding in someone whom he trusts and respects.

99. A sense of humor is an aid to mental health.

100. Satisfying work is a great aid to mental health.
B. THE QUESTIONNAIRE

A Mental Hygiene Test

If you do not want to know the score that you make on this test, do not put your name on the test paper. If you want to know the score that you make, put your name at the top of this page.

Please fill in the following blanks:

1. Are you a candidate for a primary, an intermediate, or a high school teacher's license?

2. If you are a candidate for a high school teacher's license, what are your majors?

3. If you have had mental hygiene, child psychology, or adolescent psychology, which one or ones have you had?

4. Are you male or female?

5. Are you a freshman, a sophomore, a junior, or a senior?

This is a test of your knowledge in mental hygiene. Check the one best response.

1. Mental hygiene is concerned with:
   1. Preventing and curing serious mental disorders.
   2. Aiding normal people to make better adjustments.
   3. Preventing and curing minor and serious mental disorders and aiding normal people to make better adjustments.
   4. Securing better institutional conditions for the insane.

2. Personality is:
   1. The sum total of all one's personal traits regardless of whether they are advantageous or not.
   2. The sum total of all one's desirable personal traits.
   3. That something about a person commonly called "it".
   4. That which enables one to win friends and influence others.

3. Personality traits are:
   1. Determined by heredity.
   2. Unchangeable after one reaches adolescence.
   3. Acquired in an indefinable way.
   4. Subject to the laws of learning.
4. The best criterion for determining whether or not a person is normal is:
   1. His intelligence rating.
   2. His ability to make social adjustments.
   3. His physical condition.
   4. His rating on a personality test.

5. Personality traits and behavior patterns exhibited by abnormal individuals are:
   1. Easily distinguished from those exhibited by normal individuals.
   2. Entirely different from those found among normal individuals.
   3. Not detrimental if they are the same kind as found in normal individuals.
   4. Found among some normal individuals also.

6. Physical health, from a mental hygiene point of view:
   1. Has little part in maintaining and developing mental health.
   2. Entirely determines whether or not one will have good health.
   3. Has an important part in maintaining and in developing mental health.
   4. Can really have no effect on mental health.

7. Emotional maladjustments:
   1. Usually come all at once.
   2. Do not come all at once except from injury.
   3. Seldom start in childhood.
   4. Always have a long period of development.

8. Emotional disorders:
   1. Are obscure in origin, and their causes cannot be determined.
   2. Are caused by physical injury to the nervous system.
   3. Arise as functional disorders.
   4. May arise with or without physical injury to the nervous system.

9. Mental disorder:
   1. Can have no influence in a physical disorder that already exists.
   2. Cannot result in physical disorder.
   3. May result in physical disorder.
   4. Is said to be a causative factor in physical disorder, but there is no scientific proof that it is.

10. Personal maladjustment:
    1. Has little effect upon vocational efficiency.
    2. Is the cause of all vocational inefficiency.
    3. Does not cause vocational dissatisfaction.
11. The number of patients in nervous and mental hospitals is approximately:
   1. One fourth the number of patients in all other hospitals.
   2. The same as the number of patients in all other hospitals.
   3. Twice the number of patients in all other hospitals.
   4. One half the number of patients in all other hospitals.

12. Nervousness:
   1. Is usually due to a structural disorder.
   2. Is usually a functional disorder.
   3. Is usually inherited.
   4. Cannot be remedied.

13. Most stuttering is:
   1. A definite local speech defect.
   2. A symptom of personality maladjustment or instability.
   3. Due to changing a child from left-handedness to right-handedness.
   4. Easily cured.

14. The one of the following that probably has the most influence on a child’s mental health is the:
   1. School.
   2. Summer camp.
   3. Home.
   4. Community.

15. If a bright girl of fifteen is unable to do her school work because of her inability to concentrate, one’s best guess as to the most important causative factor of her condition would be that:
   1. She is undernourished.
   2. She attends too many movies.
   3. Her father and mother are about to separate.
   4. She has too much interest in boys.

16. The personalities of children are:
   1. Not very well developed until they reach adolescence.
   2. Born with them.
   3. Little developed before they start to school.
   4. Fairly well developed by the time they start to school.

17. Generally childhood is:
   1. Not a period of complete happiness.
   2. A period of complete happiness.
   3. A period during which one has no worries.
   4. A period during which emotions play little part.
18. When a girl of six asked her parents where she came from, the parents should have:
1. Frankly and casually told her what she wanted to know and could understand.
2. Told her nothing.
3. Told her that she was too young to know anything about such things yet, but that they would tell her later.
4. Frankly told her all they knew about sex.

19. The best way to get children to learn good habits is to:
1. Set them good examples.
2. Instruct them in the value of having good habits.
3. Make moral issues out of habit formation.
4. Tell them what habits they should have.

20. Since Junior's father had promised to take him to a football game on Saturday afternoon, Junior had been planning for several days to go. On Saturday morning, however, his father announced that he was going hunting with some friends. If Junior started to present his side of the case, you would agree with his father when his father said:
1. "I have promised you; so I'll get back in time to go."
2. "Don't worry, Junior; I'll take you next Saturday."
3. "You are hardly old enough, young man, to decide what is and what is not going to be done around here."
4. "There is no use talking about it, Junior. That will do you no good."

21. If the members of a group made the following statements concerning the case of a mother and her son who seemingly included no one else in their lives, you would agree with the one who said:
1. "It is a lovely thing when a boy shows such devotion to his mother."
2. "With the encouragement and help he gets from his mother, this boy should do well in whatever he tries."
3. "No one should be that dependent on anyone."
4. "More mothers should show their devotion to their children this way."

22. The best way for a child to prepare for adult life is to:
1. Strive to reach goals that have been set up for him to achieve when he is an adult.
2. Live a wholesome child's life.
3. Look to the future and begin to prepare for life.
4. Live according to standards for adults.
23. The one of these methods of handling children that should be recommended is:
   1. Do not let a child work and play with children of his own age while he is still very young.
   2. Let a child while he is still very young work and play with children of his own age.
   3. Let a child work and play alone until he starts to school.
   4. Do not let a child while he is still very young work and play with other children.

24. A child:
   1. Should be allowed to do things on his own initiative, but he should not have to suffer any displeasing consequences of his actions.
   2. Should not be allowed to do things on his own initiative if one thinks that the child cannot do them.
   3. Should learn to deal with situations on his own responsibility but with satisfactory supervision.
   4. Should have things done for him if he seems a little slow or uncertain in doing them.

25. The habit of success can be taught best by:
   1. Being fair and giving all children the same tasks.
   2. Giving children easy tasks.
   3. Giving children tasks they cannot complete to show them that they must try again and not give up.
   4. Giving children tasks proportionate to their abilities.

26. A child is taught to be helpful to other by:
   1. Showing him how selfish he is.
   2. Making him feel that his help is essential to others.
   3. Telling him that he will be happy if he is helpful to others.
   4. Telling him that he should be helpful to others.

27. Plasticity in a child can be developed and preserved by:
   1. Giving him the opportunity of experiencing new situations.
   2. Inculcating in him the idea that he will have to make new adjustments in new situations.
   3. Instructing him about the value of having the ability to adjust well to new situations.
   4. Giving him the opportunity of experiencing new situations in which he gets pleasure from new adjustments.

28. Junior does not seem to enjoy ordinary work or play. He does not try to play alone, but he demands that something be going on all the time. The one of the following that is most likely to be a causative factor in his case is:
1. He is ill.
2. He does not like to play, as he is very intelligent.
3. He has too much exciting entertainment.
4. He does not know how to play, as he is very dull.

29. Teasing children:
1. Will teach them not to become angry at trivial things.
2. Has little effect on them.
3. Is desirable, as it teaches them to "take it."
4. Is undesirable, as it often makes them angry.

30. Ridiculing children:
1. Is a good way of getting them to do desirable things.
2. Is a good way of getting them to refrain from doing undesirable things.
3. May cause them to develop a feeling of inadequacy and other bad emotional responses.
4. Has little effect on them.

31. Most problem behavior is due to:
1. The child's attempt to satisfy certain drives or desires.
2. The natural tendency of the child to do undesirable things.
3. The child's low intelligence.
4. The child's physical condition.

32. From a mental hygiene point of view, the child that would be considered the gravest problem is:
1. The timid withdrawing child.
2. The child who is disorderly in class.
3. The child who cheats.
4. The child who is domineering.

33. In dealing with children who evade reality by using defense mechanisms, one should:
1. Not try to tear the defense mechanisms down unless one intends to put something better in their place.
2. Immediately try to tear down the defense mechanisms.
3. Tell them how foolish their ways of meeting difficulties are.
4. Let the children naturally outgrow their tendencies to evade reality.

34. When the teacher was dealing with a boy who had been stealing things at school, she should have:
1. Appeared to have been much distressed because of his misconduct.
2. Been angry.
3. Been unmotional.
4. Tried to show him how much his stealing displeased her.
35. When a child exhibits undesirable behavior, one should:
1. Teach the child that no one has confidence in anyone who acts as he does.
2. Lead the child to believe that when he corrects his behavior one will again have confidence in him.
3. Lead him to believe that one has already lost confidence in him.
4. Not lead him to believe that one has lost confidence in him.

36. If one understands the fundamental principles of human nature and behavior:
1. There is little need for one to study each problem child and his background individually.
2. There is great need for one to study each problem child and his background individually.
3. One has little trouble in determining the causative factors in maladjustment.
4. One can tell what is causing the child's misbehavior by comparing him with other cases.

37. The best procedure in trying to correct a child's maladjustment is to:
1. Have a physical examination of the child made before instituting a program of re-education.
2. Institute a program of re-education before having a physical examination of the child made.
3. Institute a program of re-education without having a physical examination of the child made.
4. Have a physical examination of the child made and institute no program of corrective work.

38. Before trying to correct a child's maladjustment, an intelligence rating of the child is:
1. Important, but not most important.
2. Most important.
3. Relatively unimportant.
4. Of no importance.

39. A child's intelligence:
1. Gives no indication as to whether or not he will be well adjusted.
2. Will determine whether or not he will become a delinquent.
3. Will determine whether or not he will be well adjusted.
4. Will not determine whether or not he will be well adjusted.

40. Children below average intelligence:
1. Are usually more stable emotionally than bright children.
2. Unless urged beyond their capacities, have a good chance to be well adjusted.
3. Are predestined to maladjustment.
4. Have almost no possibility to make a good adjustment in life.

41. Defense mechanisms:
1. Regardless of how little or how much they are used are detrimental.
2. Are never detrimental.
3. Are detrimental only when they interfere with one's real adjustment.
4. Cannot be helpful.

42. Since John is an excessive daydreamer, he must have:
1. Decided that daydreaming would be an easy way to gain certain satisfactions and began to daydream.
2. Drifted into it unwittingly.
3. Reached his goals and has nothing else to do.
4. Many real accomplishments to contemplate.

43. If different individuals are thwarted in identical drives or desires, their defense mechanisms:
1. Are the same.
2. May not be the same.
3. Are equally detrimental to all.
4. Are the same when the drives or desires are of equal intensity.

44. If different individuals have about the same symptoms of misbehavior, their misbehavior has causative factors that:
1. Are the same.
2. Have the same influence on each individual.
3. May not be the same.
4. Are the same when the symptoms are equally pronounced.

45. A dull person in trying to compensate for his deficiency most probably will:
1. Remain quiet to hide his dullness.
2. Chatter or be excessively active in an attempt to appear bright.
3. Attempt to win recognition as an athlete.
4. Dress well.

46. A boy of fifteen was reported to be reckless. His teachers said that he was dishonest and was frequently involved in prankish adventures in school and in the community where he lived. From what has been told about this boy, one's best guess would be that he:
1. Easily gets his school work and has nothing else to do.
2. Is successful in academic school work and athletics and thinks that he can get by with almost anything.
3. Has little success in other activities.
4. Is just naturally bad.

47. If one knows the causes of a child's maladjustment, one:
1. Can easily prescribe what his treatment should be.
2. Cannot prescribe a specific formula to solve the child's problems.
3. Can prescribe a specific formula to solve the child's problems.
4. Can use an inflexible program in dealing with the child.

48. To stop a child from doing something that he should not do, one should:
1. Give him something better to do.
3. Threaten him.
4. Offer him rewards.

49. John's father has little interest in him and his mother nags at him constantly. John, although of average intelligence, does poor work in school and shows symptoms of nervousness. John can be helped most by:
1. Pointing out to him that he is still a boy and must learn to understand the way his parents treat him.
2. Telling him that his parents will think more of him if he does excellent school work.
3. Getting him to believe that he is not so bad off after all.
4. Getting the parents to change their way of handling him.

50. Jim, a boy somewhat above average intelligence, has a very bright brother who is the favorite of his parents. Jim shows undesirable behavior. The changes in Jim's environment that would probably be most helpful to him would be:
1. A different school from the one his brother attends.
2. A foster home.
3. A summer at a boys' camp.
4. A change in the attitude and conduct of his parents.

51. If one does not want a child to show off to gain attention, one should:
1. Not give him attention.
2. Give him a lot of attention when he shows off and he will soon get enough of it.
3. Give him attention only when he is doing worthwhile things.
4. Tell him that that kind of conduct will not get him anywhere.
To help timid children, one should:
1. Help them to succeed in something and to gain a little social recognition.
2. Let them naturally outgrow their timidity.
3. Tell them that they should be more aggressive.
4. Tell them that they should have more friends.

Most fears of children are:
1. Instinctive and cannot be prevented.
2. Biologically adequate responses to objects of fear.
3. Instinctive at first but soon forgotten.
4. Learned and can be prevented.

To aid a child in dispelling his fears, one should:
1. Conceal the causes of the child's fears from him if possible.
2. Frighten the child until he gets over his fears.
3. Get the child to recognize the causes of his fears.
4. Tell the child that his fears are foolish ones.

The best way for a child to overcome an abnormal fear is to:
1. Make active adjustment toward the object of fear.
2. Consciously try to rid himself of the feeling of fear.
3. Tell himself and others that he is not afraid.
4. Reason the fear away.

Differences in the interests of children can be provided for best in the schools by:
1. Giving some children more and some less material in the same curriculum.
2. Having curriculums that provide for different types of training.
3. Having the children do as much as they can in each subject.
4. Grouping the children according to their achievement in each subject.

The one of the following that seems to have the greatest promise in providing for the individual differences of children is:
1. Project teaching with emphasis upon children's creative work.
2. Homogeneous grouping on the basis of mental ability.
3. Revising the state course of study.
4. Homogeneous grouping on the basis of social age.

The school can do most for the social life and recreation of the student by:
1. Instructing them where to go for wholesome recreation.
2. Instructing them in what to do for recreation.
3. Teaching them what to avoid in the way of social life and recreation.
4. Providing adequate facilities for social life and recreation.

59. From a mental hygiene point of view, extracurriculum activities:
1. Are an important means of aiding pupils to mental health.
2. Are detrimental to the mental health of students.
3. Are of little value.
4. Have some value, but its value is usually offset by the added strain from participating in the extra-curriculum activities.

60. In the public schools, sex education should:
1. Be ignored.
2. Be taught entirely as a separate subject.
4. Should be merged with other subjects.

61. During Frank's third year in school, he was the victim of several childhood diseases. Although he had done good work his first two years, he had failing marks in his third year work. The one of the teachers discussing his situation was probably right who said:
1. "Since he has failing marks, he should fail."
2. "It will be better for him to stay in the third grade to learn what he has missed."
3. "He should remain in the third grade until he shows that he can do fourth grade work."
4. "He should be promoted on trial."

62. John, who is a sophomore in high school, has never done very well in academic work. He has a feeling of inferiority, but he seems to be doing better after making the basketball team. When he was caught cheating on an examination, he explained that he did it so as to be sure to pass in order to remain eligible to play. He should be:
1. Allowed to play on the team if he does not cheat on examinations any more.
2. Allowed to play on the team.
3. "Kicked off" the team.
4. Told that the coach can't be bothered with boys who are not sure to make passing marks.

63. To be well prepared to interpret and influence children's behavior, a teacher should:
1. Have a fundamental understanding of human nature.
2. Have a knowledge of the general and specific techniques of teaching.
3. Know the anatomical condition that cause misbehavior.
4. Have a handbook that classifies the behavior problems of children.

64. According to scientific research, the five most important personality traits of a good teacher are:
   1. Affability, industriousness, alertness, adaptability, and forcefulness.
   2. Cooperativeness, accuracy, integrity, reliableness, neatness.
   3. Sympathy, common sense, self-control, enthusiasm, and earnestness.
   4. Fairness, resourcefulness, voice, animation, personal appearance.

65. The teacher's attitudes:
   1. Have little effect upon children.
   2. Set the emotional atmosphere of the schoolroom.
   3. Will play a small part in the teacher's success or failure.
   4. Are unimportant if she knows good techniques of teaching.

66. When children first start to school:
   1. They pay little attention to how they are treated.
   2. They take the new order of events as a matter of fact and don't think much about it.
   3. They are going through a critical period.
   4. They could be taught with success by almost anyone.

67. The satisfaction that parents and teachers get from children should come from:
   2. Dominating the children.
   3. Having the children depend upon them for help and consolation.
   4. The affection that the children return.

68. From a mental hygiene point of view, the teacher can do the most for the mental health of the pupils by:
   1. Instructing them in the dangers of mental ill health.
   2. Being a good teacher.
   3. Constantly and vigilantly diagnosing all of the children and telling them what they can do to make better adjustments.
   4. Trying to treat major mental disorders.

69. Several members of a group were discussing the most important thing about school. Probably the best statement was made by the one who said:
   1. "The school tasks are the most important."
2. "The increased earning capacity as the result of a formal education is the most important."
3. "The attitudes, interests, and habits developed in school are the most important."
4. "The knowledge that one acquires in school is the most important."

70. The one of the following that is the most important in the social education of children is:
1. Verbal instruction in the area of living with people.
2. Socialized recitation.
3. Play.
4. Emphasis of the social aspects of history in teaching it.

71. From a mental hygiene point of view, teachers should:
1. Never emphasize individual success.
2. Emphasize individual success more than group success.
3. Emphasize group success and individual success about equally.
4. Emphasize group success more than individual success.

72. Motivation should:
1. Arise from the important aspects of the subject matter itself.
2. Arise from the use of rewards.
3. Arise from the added attractions that are designed to stimulate one to do the fundamental part of the lesson.
4. Arise from the use of punishments.

73. The pupils just seemed to fool around and stall on assignments that Miss X made. She, hoping to bring them out of it, gave them home work to do, but they seldom did it. She should:
1. Tell them that they will not pass if they do not do their work.
2. Demand written work for a while.
3. Give them more to do so that they will have to study.
4. Make the assignments specific and clear.

74. To get the best results from teaching, the teacher should:
1. Urge the pupils to learn at a rate found to be necessary to cover the required material.
2. Urge the pupils to learn at rates compatible with their abilities.
3. Urge the pupils to remember more by learning slowly.
4. Emphasize rapidity more than accuracy.

75. Miss X is a new history teacher. Her predecessor was a teacher with whom the students could "get by." Since Miss X finds that the students are slighting their lessons, she should:
1. Demand written work.
2. Tell them that now they will have to spend more time studying history.
3. Have a series of lessons on how to study.
4. Record their recitation marks in the class book during the recitation period.

76. The health education teacher should:
1. Emphasize the necessity for one's constantly examining himself for the symptoms of specific diseases.
2. Stress the importance of knowing the anatomical structure of the body.
3. Motivate the students to form health habits by getting them to fear diseases.
4. Use positive appeals of good health.

77. In safety education, children:
1. Should be taught to fear objects and situations that have an element of danger about them.
2. Should be taught when, where, and how to do things.
3. Should never be told what not to do.
4. Should be required to have two units instead of one unit for credit in it.

78. If children know what to do and what not to do for safety:
1. Their attitudes and emotional conditions play little part.
2. They will not play rather than play in the streets when no other place is available.
3. They will not take chances.
4. Their attitudes and emotional conditions play an important part.

79. In respect to the activity of children, the best statement is:
1. "Children should have some physical activity in the classroom."
2. "Any physical activity in the classroom indicates a lack of discipline."
3. "Children desire physical activity because they have nothing to occupy their minds."
4. "Little provision need be made for children to have physical activity in the classroom."

80. While Miss X was supervising the study of her pupils, she was called from the room to answer an important telephone call. Before she left, she should have said:
1. "Now, you know what to do when I am not here."
2. "Even though I am not here, you should go ahead and study your lesson."
3. "I am sorry, but I must go to answer the telephone."
4. "I better not catch any of you fooling around when I get back."
81. If the following views about discipline were expressed by teachers, you would agree with the one who said:
1. "I have special weeks in which I concentrate on certain offenses."
2. "I have a lot of rules that I expect the children to obey."
4. "I have very few rules, but I expect the same conduct from the children every day."

82. The teacher considered Jack a troublemaker in class. She, however, recently discovered that she could stop his misconduct by threatening to call his parents to tell them about him. Since the teacher knew that Jack somehow developed a fear of this, she should:
1. Try motivating him properly.
2. Continue to use this device to stop his misconduct.
3. Call his parents to back up her threat.
4. Send him to the principal before calling his parents.

83. The teacher is sometimes justified in using punishment, but she should:
1. Have a scale of offenses with the punishment fixed in proportion to the offense if she is going to use punishment.
2. Remember that punishment is usually a specific cure for most misbehavior only when the degree of punishment fitting the offense is used.
3. Know that the basic behavior patterns have been changed if the child shows less misconduct after being punished.
4. Know the basic behavior patterns are usually not changed by punishment.

84. Junior does good work in all his subjects except arithmetic. This is probably due to the fact that:
1. He is not intelligent enough to get arithmetic.
2. He will not study arithmetic because he thinks he will never need it.
3. He just hasn't a type of intelligence necessary to get arithmetic.
4. His teacher used to punish him by trying to make him work extra problems.

85. The teacher should:
1. Give the pupil the mark he earns in a subject regardless of the pupil's conduct.
2. Lower the pupil's mark in a subject because of misconduct.
3. Give the well-behaved pupil a bonus on his marks.
4. Withhold credit until the pupil behaves.
86. An English teacher found several mistakes in a student's theme. You would think that her way of criticizing mistakes was best if she said:
   1. "You never will learn to write themes, will you?"
   2. "Your theme is not as good as it should be."
   3. "These are the mistakes."
   4. "You should not make such mistakes."

87. If one discovers a student cheating on an English examination, one can rightly assume that this student:
   1. Will steal money.
   2. Will cheat on all examinations.
   3. May not be dishonest in other situations.
   4. Is emotionally maladjusted.

88. If a boy in the eighth grade has good musical ability, he should:
   1. Begin training for a career as a professional musician.
   2. Not be expected to do much in other directions.
   3. Be led to believe that if he develops this ability he will be a genius.
   4. Not be led to believe that this ability is an excuse for failure in other directions.

89. Miss X has a student with a physical defect which prevents him from getting around and playing as easily as other children. Miss X should:
   1. Not refer to his defect as an excuse for any shortcomings.
   2. Encourage him by giving him better marks than his work deserves.
   3. Tell him that since he is crippled she does not expect as much from him as from the rest of the children.
   4. Make him feel that he has to do something to make up for his defect.

90. When one of her pupils said that he wanted to be an automobile mechanic, the teacher should have said:
   1. "You must have little ambition to want to do that kind of work."
   2. "You should find out whether you can do it."
   3. "Your parents want you to do something better than that."
   4. "If you go through high school you won't have to do that."

91. Anyone to whom a child goes for counsel should:
   1. Tell the child to forget his troubles and run along.
   2. Tell him that he is foolish to worry about his problems.
3. Consider the child's problems sympathetically and seriously.
4. Consider the child's problems with an attitude of amusement.

92. Mary, who is a senior in high school, went to her physical education teacher for counsel. Since she was particularly worried about her love affairs, she told the teacher all about them. The teacher, to whom it all seemed simple and even somewhat amusing, could do several things after Mary left. She should:
1. Say nothing to anyone else about it.
2. Tell Mary's parents.
3. Tell the other teachers so they can understand Mary better.
4. Tell the principal.

93. Parents, teachers, and others should treat children:
1. As much like adults as the maturity of the children permits.
2. As much like babies as possible.
3. As adults.
4. As babies.

94. To inhibit emotionally impelled activities that are not socially acceptable, one should:
1. Suppress his emotions.
2. Substitute socially acceptable activities.
3. Get away from a stimulating environment.
4. Use the emotional energy as it seems that it was naturally intended to be used.

95. The community in which the teachers teach should:
1. Dictate standards for the teachers to follow in their private lives.
2. Give the teachers the same right to determine their private lives as it gives to other citizens.
3. Let the principal be responsible for the non-professional conduct of the teachers.
4. Let the collective opinion of the clubs in the community determine the necessary virtues of the teachers.

96. The best way to quit worrying is to:
1. Think of the future.
2. Do the task you have to do at the present time.
3. Look to the past and note that things may not be so bad after all.
4. Resolve to quit it.

97. To have good mental health, one should:
1. Believe that every day in every way he is getting better.
2. Not admit shortcomings.
3. Face situations squarely.
4. Not try to determine wherein his weaknesses lie.

98. When one confides in someone whom he trusts and respects, one is:
1. Showing symptoms of mental weakness.
2. Seeking sympathy.
3. Aiding his mental health.
4. Using a device for emotional relief that will be injurious to his mental health.

99. If one has a sense of humor, one:
1. Has not outgrown his adolescent characteristics.
2. Has an aid to mental health.
3. Does not have a good sense of proportion.
4. Is lacking in seriousness of purpose.

100. In the course of a lifetime, the one of the following that is probably the greatest aid to mental health is:
1. An annual vacation.
2. A hobby.
3. A retirement on pension.
4. A satisfying vocation.